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ABSTRACT

This guidebook begins with a definition of the term "latchkey," which is followed with guidelines for Alaskans interested in starting a program for latchkey children. Discussion focuses on: (1) surveying parents; (2) determining costs; (3) planning space; (4) developing a culturally sensitive curriculum that is responsive to the special problems of school-age children; (5) hiring staff; (6) describing jobs and limiting staff turnover; (7) training staff; (8) obtaining insurance; (9) becoming licensed through the Alaska Department of Health and Social Services; (10) obtaining certification through the Alaska Department of Education; and (11) conducting program evaluation and monitoring. A sample parent survey form, a checklist for use in organizing a program, a sample budget, and a year-long staff training schedule are included in the text. The concluding section contains brief discussions of a few model latchkey programs in Alaska and federal legislation authorizing funds for school-age child care programs. A list of resource agencies, associations, and publications is also provided. (RH)

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# PREFACE

Our rapidly changing society warrants planning and implementation to consider the needs of children and families. In order to reflect a community's differing needs and responses, the involvement of the public schools in child care should be community-specific.

This *Latchkey Handbook for Before and After School Child Care* contains information and resources that will help you plan your Latchkey program.

The information compiled was suggested by community educators and Latchkey providers in Alaska with encouragement from the Alaska Community Education Association and the State Community Education Council. It was designed to be a guide for individuals and groups who are interested in starting a Latchkey program.

The handbook is sponsored by the Alaska Department of Community and Regional Affairs through a federal grant for states to plan and develop school age child care.

The Department of Education's Community Education or Early Childhood Specialist can answer questions and provide assistance to individuals, parents, and groups interested in before and after school child care. Together with working parents and children who have before and after school child care needs, we can plan and implement safe and happy surroundings when and wherever possible.

William G. Demmert, Commissioner
Alaska Department of Education
June 19, 1987

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## WHAT IS LATCHKEY?

"Latchkey" is a term that defines children who are left regularly to supervise themselves during some period of the day. During that time these children may attend group recreational programs, visit relatives, stay home alone, play with friends, or have other care arrangements so loosely made that they are virtually ineffective. "Latchkey" refers to children who regularly are left unattended.

Most Latchkey children are school age, although there are children under the age of six who are routinely left alone to care for themselves for a part of each day. Nationally, in terms of numbers, children between six and thirteen constitute forty-five percent of all children under age eighteen, or about twenty-six million children. Fifty-eight percent of them have mothers in the labor force. In Alaska, over sixty-nine percent of two-parent families with children under sixteen and sixty-one percent of single parents work outside the home.

The rapid growth in the number of women in the nation's labor force broadly outlines the context within which Latchkey children exist. There were seventeen million women with children in the labor force in 1980 and this figure continues to climb steadily. Additionally, with the increasing numbers of children living in single-parent households and the decline of the support system provided by the extended family, one understands the rapid rise in the number of children left in self-care, the "Latchkey children."

Child care for Latchkey children was first established in 1820 at the Boston Infant School in response to a need for child care services. "Latchkeyism" progressed at a modest pace until World War II but ballooned in following decades. In 1980 over one half of working women had small children and looked for home child care through agencies, the private sector, and local schools.

In Alaska, before and after school child care was initially provided by the private sector, private non-profit church groups, and Community Education programs sponsored by public schools.

Anchorage, Craig, Juneau, and Nome were the first school districts to sponsor and coordinate Latchkey Child Care through Community Education programs.

## COMMUNITY EDUCATION'S ROLE

Inherent in the philosophy and practice of community education is the mobilization of community resources to find solutions to identified community needs. In most communities, the problem of Latchkey children is urgent and presents community educators with an opportunity for leadership.

Why should the community education coordinator be interested in implementing programs for Latchkey children? First, most communities do not provide for this need. Second, meeting such a need is consistent with the K-12 component of community education (Minzey 1974). As philosopher Joseph Hart (1924) said, "Education is not apart from life, but is life." What children do after school is educational. Schools have a vested interest in the kind and quality of those educational experiences. Too often, Latchkey children live in fear, glued to the television set until one of their parents comes home. In most instances, community education could respond to their needs. The community school approach makes sense, and not just economically. Schools are public and located in neighborhoods within walking distance of most homes. Schools are familiar and friendly places for school-aged children. Schools have access to the resources needed to provide quality programs. According to Ellen Gannett (1984), a national school-age child care consultant, school-based programs tend to improve daily attendance and enrollment because working parents appreciate the school's concern in meeting their child's custodial as well as educational needs.

In 1987, Alaska's community education programs were established in 51 of the state's 55 school districts. Traditionally, community education training in Alaska and at the regional and national level has provided a professional process for community educators to organize Latchkey programs. Within broad recommended guidelines, each community school Latchkey child care program has unique characteristics established by local needs, the availability of operating funds, and by parents' local participation.

Operating mainly in urban areas to meet the needs of working parents, Latchkey programs can also meet different needs in rural communities. For example, two rural programs operate a breakfast and relaxation hour before school starts. Other rural programs operate extended day programs offering tutoring and recreation to students whose parents and guardians wish for them to participate.

Each local program establishes its own mission or philosophy. All have some characteristics in common. Students are encouraged to use libraries, to explore computers, to participate in physical recreation and the arts, or simply to rest and relax. All programs provide healthy after school snacks.

The following sponsorship and co-sponsorship styles have emerged: Private child care services in many Alaska communities provide before and after school child care. Charges vary. Private non-profits such as Camp Fire Girls, YWCA, and churches offer Latchkey programs and may use private or public school facilities to house their Latchkey programs.

### COMMUNITY SCHOOLS FULL SPONSORSHIP

Plans, markets, implements, and evaluates before and after school child care in community school sites for school aged children. Liability insurance is usually covered by the school district.

### COMMUNITY SCHOOLS CO-SPONSORSHIP WITH ANOTHER AGENCY *

Co-sponsorship can be in many forms such as:

a) A private non-profit or agency works with community schools coordinator to provide before and after school child care, using community schools facilities.

b) Community schools coordinator provides planning, organization, parent councils, advertisement, registration, facilities, and evaluation for another agency or private non-profit group who provides the child care services.

c) Community schools facilities are provided for Latchkey child care by private non-profits or agencies.

** Liability insurance may or may not be covered by the school district.*

### AGENCY/GROUP LATCHKEY CHILD CARE USING COMMUNITY SCHOOLS SITES

Agencies/groups request the use of the community schools facilities, but planning is without the assistance of a community education program. Liability insurance usually is not included, but is at the discretion of the school district and their insurance policy restrictions.

## HOW TO START A LATCHKEY PROGRAM

### SURVEYING PARENTS

Learning the number of parents in need of a Latchkey program is essential. Before you do any organizational work, survey the parents of the children from grades K through 6. If you have a working community education council, the survey can be sent by the council. If students are taking the survey home be sure to advertise through free local public services announcements that the survey is being conducted and where they can pick up a survey form if their child doesn't bring one home.

### A SAMPLE SURVEY FORM:

LATCHKEY BEFORE AND AFTER CHILD CARE NEEDS SURVEY

FROM: _____
School District, Community Education Council

This survey will inform the Community Education Council of the needs of before and after school hours child care.
Please complete the following questions and return by (date) _____

To: _____

Community Education Council Chairperson: _____

School District and Address: _____

_____

_____

NAME OF PARENT(S): _____

ADDRESS: _____

PHONE: _____

| I. STUDENT(S) NAME | GRADE | NEED BEFORE SCHOOL CARE | NEED AFTER SCHOOL CARE |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

II. I am not interested in regular before and after school hours child care, but I am interested in the following:

1. A breakfast program before school hours
2. After school hours activities for children in specific content areas: arts, library, gym, computers, homework/tutoring, alcohol and drug prevention, other
3. I will use before and after school child care if it is without cost. ☐ Yes ☐ No

III. 1. I am able to pay a reasonable amount for before and after school child care. ☐ Yes ☐ No

2. I will need financial assistance to pay for before and after school child care. ☐ Yes ☐ No

IV. Parents' work history
☐ Father employed ☐ Mother employed ☐ Single parent employed

V. If you are not employed outside the home and still request before/after school child care, please state why.

## SURVEY RESULTS AND GETTING ORGANIZED

School age programs have been successfully launched with such organization structure as a few interested people or a large city-wide task force of parents and professionals. No single one of these structures works best in all settings. A group of parents, for example, is in an advantageous position in terms of legitimacy in dealing with school administrators and boards. Yet often they are at a disadvantage because while pressed for time they must learn how to develop a day care budget, secure tax exempt status, prepare for state licensing (if applicable), or develop operating policies.

Whether one or thirty people are organizing a school age Latchkey program, the following expertise is required:

- ability to organize, schedule, and complete tasks
- knowledge of the logistics of operating a child care program.
- awareness of the cultural, physical, and developmental needs of school age children outside of the regular classroom setting.
- experience in developing budgets and organizing fund raising.
- knowledge of applicable legal, state licensing, and tax requirements.
- commitment to developing a quality evaluation that can help with future program planning.
- awareness of local politics, agencies, and resources.
- ability to effectively perform public relations, politicing, and marketing.

There must be a leader who is able to coordinate and focus all efforts toward successful implementation. Additionally, there must be at least one person, (who also may be the leader), who is able to work on the project nearly full-time to follow through, on a daily basis, all the detailed leg work. The council or organizer may be able to find a VISTA volunteer, older Alaskan workers, college intern, or parent to work on the project. Give yourselves at least six months to set up.

The first meeting called to review the survey results should give you direction on the type and scope of your proposed latchkey program. At this meeting identify at least two persons who are willing to begin the planning, or will obtain the staff who will. Set a second meeting date to report on the organization activities.

The following checklist may be helpful in organizing a school age child care program. These tasks may be assigned at the first meeting and progress reports may be heard at the second meeting.

- ☐ Assessing level of demand/survey
- ☐ Setting numbers and ages of children to be served
- ☐ Setting hours, days, and months of operation
- ☐ Setting opening date
- ☐ Developing a philosophy statement
- ☐ Developing curriculum and activity goals
- ☐ Setting staff-child ratio
- ☐ Deciding who will operate the program
- ☐ Deciding where the program should be housed
- ☐ Securing space
- ☐ Securing cooperation of school officials
- ☐ Preparing for licensing with the State of Alaska, when necessary
- ☐ Incorporate or secure tax exempt status (when applicable). Community Schools has tax exempt status under their school district
- ☐ Developing a budget
- ☐ Setting fees and fee policies
- ☐ Establishing enrollment procedures and admission policies
- ☐ Setting up a financial management system
- ☐ Securing start-up funds and operating funds
- ☐ Arranging for utilities and janitorial services
- ☐ Establishing personnel policies
- ☐ Developing staffing patterns
- ☐ Recruiting and selecting staff
- ☐ Orienting and training staff
- ☐ Marketing the center and recruiting children
- ☐ Designing the space, acquiring equipment, and supplies
- ☐ Setting up food service
- ☐ Establishing health and safety procedures
- ☐ Establishing transportation component
- ☐ Securing insurance if not under school districts policy
- ☐ Acquiring office supplies and equipment
- ☐ Developing procedures for evaluation and monitoring

## DETERMINING COSTS

It is advisable to establish a preliminary budget in order to see if potential users of the program are able to pay the fee. A common misassumption is that school age child care will be less expensive than preschool child care because of the

lesser number of hours, the child to staff ratio utilized in school age programs, and the lower credentialing requirement for staff. (They do not have to be certified teachers.) Space could also be costly if school buildings are not being utilized. If you find it necessary to transport children to and from the site, costs may increase from 5 to 15 percent.

In budgeting, allowance must be made for school holidays when the program may choose to operate all day long. Centers will lose money unless they take these days into account when they set their fees. You may want to have an additional charge for holidays in the month. In addition to staff costs, facility, insurance (if applicable), transportation (if applicable), preparing the center with hardware, recreational supplies and equipment can be costly if the school district does not have the resources to loan you. An early childhood teacher at your school district maybe an excellent resource for equipment and supply catalogs and an evaluation of them. Additionally, he/she should be involved every step of the way.

An example Latchkey budget at a community school geared for 40 children:

ATTENDING 7:30 AM TO 8:45 AM
AND 3 TO 5:30 PM

PRE-OPENING

| | |
|---|---|
| Space renovation (paint, carpet, cleaning supplies) | $1,000 |
| Utility deposits (no charge) | -0- |
| Insurance (no charge) | -0- |
| Equipment recreation | $800 |
| License fee—State (no charge) | -0- |
| Initial supplies | $200 |
| Seed money account (to be used for emergency costs and teacher salaries when fees are down) (books, games, computers, etc. donated by the school and parents) | $1,500 |
| TOTAL: | $3,600 |

MONTHLY OPERATING BUDGET

| | |
|---|---|
| FULL TIME | |
| (1) Coordinator/Teacher with benefits | $3,000 |
| Teacher salaries (2) | $2,000 |
| 2 x 5 hours per day at $10 per hour | |
| 1 Student Aide 3 to 5:30 pm at $4 per hour | |
| Refreshments | $300 |
| Misc. Supplies | $80 |
| TOTAL | $5,480 |

(Income: 40 students x $140 fee per child per month equals $5,600)

## PLANNING SPACE

The facility should have room for several different activities to occur at the same time. The space should be colorful, warm, homey, and tidy. Children should enjoy walking in the door. Some activity areas to consider are a rest and relaxation space, a reading space, a computer area, arts and crafts corner, pet care corner, theatre/tv area, building blocks and science space, snack area, playtime corner, dress up area, and cooking area. Overall, the curriculum you design will have a direct relationship to the size of space you seek and how the space is developed.

The ideal Latchkey program has access to two different spaces close together. If you do not have the luxury of more than one room, it would be to the program's advantage to gain permission to use the school library or a resource area. The outdoor playground area is also considered a third space for playing and games. A place to cook healthy snacks will require electrical outlets capable of connecting currents to hot plates, crock pots, or small ovens. A staff kitchen or hot lunch kitchen for cooking is a safer environment for snack preparation with enough space for children's participation.

At this point, experienced coordinators attest, it's not certain whether you should design your curriculum first or find a space first and plan your curriculum around it.

## DEVELOPING A CULTURALLY SENSITIVE AND RESPONSIVE CURRICULUM

The needs and interests of school age and preschool children are widely different. As one girl stated to her mom, "I was bored." It was nothing more than a warmed over preschool program. Unfortunately, this complaint is not an uncommon one, especially for newly organized school age child care programs. Erik Erickson has described the school age years as the period when the child is performing three primary developmental tasks.

1. ACQUIRING A SENSE OF INDUSTRY
   The child seeks to become an eager and absorbed unit of a productive situation. The school age child is concerned with producing things. Games are considered serious business and structure and rules of the game, as they apply to many aspects of life, are important to them.

2. DEVELOPING A SENSE OF COMPETENCE
   Flowing the urge to be productive is the urge to master—to use one's skills in controlling one's environment. Children need to have a wide variety of opportunities to develop both physical and intellectually.

3. FENDING OFF A SENSE OF INFERIORITY
   Children are concerned with how they compare with other people. To allay fears, children need to experience success that they recognize and that is recognized by others. Childrens' peer groups, "gangs," are most important at this time, and they spend as much time as possible with peers.

In summary, school age children want to make a place among other children their own age. They want to learn by doing, experimenting, and trying everything within their grasp. (Core).

## SPECIAL PROBLEMS OF SCHOOL AGERS

If the developmental needs of school agers are different than those of preschoolers, their problems are doubly so. School age child care providers must be prepared to deal with potentially serious social and emotional problems:

- Alcohol and drug use. Recent studies have shown that children are now starting to experiment with alcoholic consumption and drug use as early as age nine. (Bergstrom).

- Obesity. A number of factors including food availability, family eating habits, and personality characteristics contribute to the increasing occurrence of obesity among school age children. (Bergstrom).

- Learning problems. Because of their need to display competence and their fear of inferiority, school age children are commonly bothered by learning problems in school. Learning problems may be caused by any of a number of social, physical, or emotional factors. (Cohen)

- Developmental problems. Children at this age may display for the first time serious developmental problems. Most common among these are abnormally hyperactive behavior, destructive behavior, and timid behavior. (Cohen).

## THE RESPONSIVE CURRICULUM

Based on the needs and problems of school age children described above, as well as on the findings of several surveys of existing school age programs—Prescott, Bergstrom, and Poe—the following key characteristics of responsive school age curricula have been identified:

- PROVIDING OPPORTUNITIES FOR INITIATIVE. Latchkey programs should respond to childrens' sense of industry at this age level, giving children opportunities to engage in work—especially work which is needed or is self-chosen. (Prescott). Examples of the kinds of work which children have accomplished in child care settings include caring for animals, helping buy groceries, painting furniture, helping care for younger children, and constructing a clubhouse. Some programs find that children value the opportunity to make money by delivering newspapers and mowing lawns.

- SUPPORTING CHILDRENS' SENSE OF COMPETENCE. Much of the work children engage in will support their sense of competence. In addition, many other opportunities to display mastery should be presented, such as vigorous games, language play, reading, math games, painting, scientific puzzles and experiments, and crafts.

  In making these opportunities available, care should be taken to select activities that are within the children's skill range. Children's feeling of inadequacy may be supported if they often experience failure in their efforts.

- SUPPORT CHILDRENS' PEER ASSOCIATION. "Day care for school age children must support each child's need for close relations with children his own age..." This is especially important since schools "...make little special provision for this kind of peer group activity with no adult around." (Cohen). Children at this age are especially eager to participate in clubs. Cognizant of this fact, many programs call their groups clubs, set up special "clubhouses," and in some cases, even provide partial uniforms or insignia. Loma Alta Preschool in San Diego makes the school age children fully responsible for arranging, painting, sweeping, and cleaning their clubhouse room. One potential danger with clubs can occur when clubs degenerate into cliques which exclude certain children.

- INVOLVING ADULTS APPROPRIATELY. Elizabeth Prescott has identified three characteristics of effective adult caregivers: "1) They have know-how, so they can help children learn skills, understand how social systems work, and develop satisfying arenas of initiative where industry and competence are required to bring plans to fruition." (Prescott). 2) They are actively involved in the activities of the children. "They move in and out of children's activities giving support, encouragement, instruction; challenging children to move on to the next step." (Core). 3) They act as role models, helping children to develop healthy attitudes toward eating, drinking, working, and inter-relating with others.

- COMPLEMENTING THE SCHOOLS. Effective school age programs must take into account children's experiences during the day in school. Since "academic skills dominate the child's school day, they should not be the focus of a day care program." (Poe). Most child care programs make space, time, and assistance available for children who want to do homework, but most do not insist or even encourage children to do it. When schools typically pay little attention to industry, social interaction, and motor skills, these should receive heavy emphasis in the school age program. Since schools do not teach children to use their leisure time in creative, self-fulfilling ways, school age programs should do so. (Poe).

- EMPHASIZING RECREATIONAL ACTIVITIES APPROPRIATELY. Emphasizing recreational activities appropriately. "Team sports, games, and individual activities which develop strength and coordination are important components of a school age program. They should not, however, dominate. Staff should base their teaching of these skills on a conscious and clearly expressed awareness of how physical activities relate to a center's overall goals for human development. These activities, for example, could be used as vehicles for teaching cooperation, self-confidence, and strategizing skills..." (Poe).

- CULTURALLY SENSITIVE AND MEANINGFUL. Curriculum can be successfully generated through organizations to learn what cultural differences are to be addressed. Also, specific groups already available in Alaskan schools and in most communities are: Indian Studies, Head Start, Johnson O'Malley, Bilingual-Bicultural Pro-

grams, Alaska Native Brotherhood and Native Sisterhood, Alaska Federation of Natives, Filipino Community, Mexican Organization, Sons of Norway, etc., and can help you with communications, cultural activities, snacks, and family patterns. If you have a parent advisory group, invite members of these organizations to participate officially. Affirmative action hiring practices also provides role modeling for children.

- INVOLVING CHILDREN IN THE COMMUNITY. "Much school age day care is provided to keep children from the community. They are protected while in care momentarily from the dangers of unsupervised exploration of a community which is not judged safe or suitable. But in the process, they are often cut off from observing or contacting life as it unfolds in the community... There is an intimacy of knowledge that comes from traversing an area by foot, day after day... There is also a growing sense of competence and responsibility which comes with the freedom to explore and map, in one's mind, a neighborhood." (Prescott).

  Many programs do get children out into the community with frequent field trips. Some take children to typical school trip locations such as playgrounds, parks, and other recreational areas. Others take children to "real life" settings such as factories, offices, stores, and hospitals.

  In a few programs, children are allowed to go out into the community on their own after "checking in" with the program. In some cases, they go to special activities in other locations, such as clubs, classes, recreational sessions, or athletic events. In other cases, they are allowed to participate in jobs such as mowing lawns and delivering papers. In general, the more freedom given to children to explore the community, the more adults become nervous, especially insurance agents.

The overall characteristics of responsive school age day care curricula have been best summarized by Dr. Bruce Gardner: "Pre-adolescent children need much more than mere supervision. They need challenge, stimulation, resource material, ideas, people around them who know how to listen, and adults with whom to identify. They have talents and skills to develop, energy to put to use, and huge reservoirs of creativity which need tapping."

## CHILD CARE ACTIVITIES FOUND MOST OFTEN IN ALASKA

The types of child care activities found most often in Alaska are::

- Eating
- Sports—Indoors and Outdoors
- Crafts and Art
- Computer Activities
- Drama
- Games
- Exercise
- Preparing Snacks
- Rest and Relaxation
- Reading
- Homework
- Building Things
- Conversation
- Singing and Dancing
- Open Play
- Field Trips
- Cultural Activities
- Watching TV
- Club Meetings

## STAFF HIRING

Staff hiring for before and after school child care requirements should have standards that will fit in with your mission and be sensitive to your community population. Some basic traits supported by Alaska's Community Education directors are:

1. A non-discrimination clause in enrollment and hiring.
2. A teaching certificate; early childhood education degree; a degree relating to education or human resources and/or experience in child care, and or the ability to relate to children and to learn the following traits:
   - ability to provide effective, non-punitive guidance and control, support without manipulation, support without thwarting independence, to preserve order without hostility, and patience.
   - ability to meet the developmental needs by providing activities responsive to the children's developmental needs, understand the developmental stages of school age children, assess and plan activities for the specific needs of individual children, and interact informally.
   - ability to serve as positive role model, respect the capabilities of both sexes; display positive attitudes toward people of all races, ages, and physical abilities; and consistently engage in cooperation and non-violent conflict resolution.

- ability to enjoy children and activities with the children; share in their joys and sorrows, use humor, and have the energy to have a good time with kids.
- ability to work part or full-time before and after school hours.

Rather than expect all staff members to have all these abilities, you may want to put together a team of teachers who each possess some of the abilities. An example of such a team: a certified teacher, a senior worker with a strong background in human services, a village leader, a recreation aide and a high school student interested in early childhood education as a career choice. Putting together a staff with a variety of backgrounds and ages provides a balance of experience and talent.

## JOB DESCRIPTIONS AND STAFF TURNOVER

Staff turnover is high in before and after school programs. Although it can be exciting for children to have new folks to relate to, it can impact organizational stability. High turnover can also cause stress to remaining staff members who have to train new staff over and over again. To prevent turnover problems, provide jobs for as many full time employees as possible with decent wages and benefits. Job descriptions must be very clear, address program duties, philosophy, and training requirements (is training time paid for?). Low wages are a major factor in high turnover. Costs of programs are drastically reduced when community schools are utilized for latchkey programs, and deputable wages for quality staff should be a priority for the planning staff.

## TRAINING STAFF

Many training styles are successful and may come from the experiences of the planning council, the director or head teacher. Resources for training can come from networking, in most cases without added costs. Many Latchkey training activities are now incorporated in early childhood, regular school district, or community education training. Training can be annual, semi-annual, or as frequently as one hour a week. Suggestions for training needs should come from the entire staff. Encourage staff to take turns providing peer training to one another.

Work motivation, job satisfaction, and job performance can be improved by work skills. Sharing and solving problems together can provide growth and stronger communications within the staff.

To help staff improve their skills, training sessions should be presented regularly and through a variety of mediums—lectures, discussions, demonstrations, readings, films, problem solving sessions. An example of a year long training program:

August —
- Two-day workshop
- Orientation
- Developing an effective curriculum—Latchkey staff
- Cooking healthy, creative snacks
- Marketing—everyone's issue
- Discipline—a positive approach

September —
- 1-hour inservice
- Lunch hosted by a private business Topic—"How is it going, what do we need?"

October —
- 1-hour inservice (evening)
- Family issues and child care Panel of three parents
- Parent reception follows

November —
- 1-hour inservice
- Lunch hosted by Professional Business Women

December —
- 2-hour Saturday breakfast (Sponsored by Lion's Club)
- Reporting, evaluation, supplies wish list, marketing assignments for January
- Planning agenda for teacher inservice presentation

January —
- 90-minute teacher inservice presentation
- 1-hour inservice—review of planning for spring activities and parent evaluation

February —
- 1-hour inservice—teachers report program evaluation

March —
- 1-hour inservice—review of the parents evaluation of the program, problem solving, and changes implementation.

April —
- 1-hour inservice—guest speaker from K-6 teacher staff

May —
- 2-hour inservice—final evaluation and report
- Summer schedule announcements
- Fall planning

## INSURANCE

Liability and accident insurance is a very essential issue. Before you do anything, get accurate information on insurance coverage. If your program is proposed to be sponsored by the community schools program under a school district, you may already be covered for activities and programs for school age children attending their school. Talk with your school district staff person in charge of insurance. Follow-up with a letter confirming your understanding of the coverage, send a copy of the letter to the superintendent and whomever you think should have a copy. Keep a copy of the letter in your files at all times.

If the school district does not cover your proposed program, ask if they can refer you to insurance companies. For private businesses, clubs, and organizations using the school buildings, be sure you know who the responsible party is regarding liability/insurance. Insurance coverage is necessary if you use school buildings for your program and if you are applying for a state license for child care with the Alaska Department of Health and Human Services, or with the City and Borough of Anchorage who is the responsible vendor for day care licensing in the Anchorage areas. "The most common types of claims for which school age child care programs are liable are:

- hiring and/or supervision of staff
- instruction or choice of activities
- supervision of children
- location of the facility
- transportation

Various defenses to a liability claim are possible. School agers, unlike younger children, may be considered "contributorily negligent." This means that the person injured is partly responsible for his or her own injuries, having breached a duty to behave in a certain way. Another possible defense is the protection offered by "Good Samaritan" statutes for those who render emergency aid. Other defenses may exist, depending on how a program is structured. For example, if the program is operated by a public body, it may be covered by governmental immunity or certain other protective laws.

To decrease the likelihood of lawsuits and liability claims, every program should not only meet licensing requirements, but should carefully review all aspects of its operation on a continuing basis to minimize or eliminate the chances of serious injury. Things to consider are hiring and supervision practices, field trip policies, and the administration of medicines. And, of course, a school-age child care program should not operate without adequate accident and liability insurance. Programs offering transportation should obtain adequate vehicle insurance.

*1986 Child Care for Center—San Francisco, California*

## LICENSING THROUGH THE ALASKA DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Licensing of child care facilities is intended to reduce predictable risk and to ensure that services are appropriate for children and their families. Child care centers must meet licensing requirements contained in the Alaska Administrative Code, 7AAC 50.124 through 7AAC 50.275, unless exempt from the licensing statute. School districts are exempt from licensing requirements. Also, recreational programs after school at school districts are exempt. However, some Latchkey programs prefer licensing because of the ability for low income parents to obtain child care assistance dollars for licensed child care, which includes before and after school child care. Additionally, the requirements for licensing address the safety and quality issues child care programs wish to implement and promote across the state. Excellent resources on licensing and child care are available from the State of Alaska, Department of Family and Youth Services, P.O. Box H-05, Juneau, Alaska 99811; Little Child Care Facilities Guide Book, and for specific questions and technical assistance on licensing and for a handbook for child care providers, contact the appropriate regional office:

Southeastern Region:
Patricia Denny
S.E. Regional Office
P.O. Box H-05
Juneau, AK 99811
Phone: (907) 465-3125

Southcentral Region:
Dolly Coke
Child Licensing Unit
P.O. Box 240249
3601 "C" Street
Anchorage, AK 99524-0249
Phone: (907) 562-3303

Northern Region:
Nancy Johnson
1001 Noble Street
Fairbanks, AK 99701
Phone: 452-1844

## CERTIFICATION

Certification is required for preschools serving children up to five years-old when the primary function is education. Certification for preliminary (Early Childhood) programs can be used to enhance a Latchkey program and serve as a guideline from planning to implementation. It is not officially required for before and after school child care of school age children.

Certification addresses issues and requirements such as plan of service, insurance, records, facility, policies and procedures, volunteers, recognition of special needs, non-discrimination, and transportation.

For information regarding certification, call or write:
Kathi Wineman or Pat Ziegler
Early Childhood/Elementary Education
Alaska Department of Education
P.O. Box F
Juneau, AK 99811-0500
Phone: (907) 465-2841

## EVALUATION AND MONITORING

Evaluation is both a formal and informal process to access your program and administration. An evaluation plan will guide you in assessing your program on a regular basis and will assure parents and staff that you care about implementing the best care program possible. Additionally, any changes that occur or as difficulties appear, staff and parents can look at developing changes. An evaluation plan could contain the following components:

Internal—assessment of the project director, program staff, and program implementation.

External—assess if the program reflects the needs of the children in your child care program.

Fiscal—audit or assess all bookkeeping operations.

A formal process should contain written evaluations. Include parents and children in this process. An informal process is the feedback you get at staff meetings and from the children and parents. Keep the door open for easy communications for evaluating your program.

## MONITORING

The Department of Education Community Education program is requesting all Latchkey providers assist in the proposal of a monitoring process for Latchkey programs. Presently, programs are monitored only if the objective is proposed as a component of school district's community education grant application. Monitoring for Latchkey may contain the criteria for licensing and/or the following suggested areas: program plan, evaluation plan, parental input, and safety. Write to the Department of Education, Community Education, Box F, Juneau, Alaska 99811-0500 for your monitoring ideas.

## LATCHKEY PROGRAMS IN ALASKA

### ANCHORAGE

Latchkey child care program sponsorships in Alaska vary. Anchorage School District sought input from community-based support groups in developing a before and after school child care program. Ideas for a Latchkey program were addressed by Community Education Councils at each community school and by local agencies. Camp Fire girls and the YWCA in Anchorage run Latchkey programs in the Anchorage Community Schools. At Rabbit Creek Community School, the Community Education Council Association planned and developed a licensed day care center sanctioned by the municipality of Anchorage, which implements the State licensing process. Parents on limited incomes are eligible for the child care assistance program because the Latchkey program is licensed. The program serves 20 and has a one to 10 teacher/student ratio. Cost is $180 per month per school age student. Latchkey runs from 7 a.m. to 6:30 p.m. The program philosophy is that children are important, have feelings, are special, and enjoy challenging activities, individual space, and need a caring safe place before and after school.

For further information contact:
Mark Robinson, Latckey Director
Rabbit Creek Community Schools
13650 Lake Otis Road
Anchorage, Alaska 99516
(907) 337-3412

### PRIBILOF SCHOOL DISTRICT AT ST. PAUL

The Latchkey program at St. Paul school is sponsored through the school district community education program and serves children from K-12.

St. Paul's program serves 10 students on a regular after school, five-day a week schedule. Drop-ins are welcome. Children of both working and non-working parents have a safe place to enjoy sports, recreation, the arts, and special educational activities. There is no charge. Staffed by school district and community education personnel.

For further information contact:
Gary D. Norris, Principal
Pribilof School District
St. Paul, Alaska 99660
(907) 546-2221

JUNEAU

The Juneau Community Schools Latchkey Program provides before and after school child care emphasizing activities that enrich the educational process, develop creativity and a safe environment, focus on the individuality of each child's needs, and provide for their well-being.

ORGANIZATIONAL STRUCTURE

The Juneau Community Schools Latchkey Program is housed in the Juneau School District and is managed by the district's Community Schools Program. Permanent Latchkey staff are employees of the Juneau School District. The Community Schools Director supervises the Latchkey program. Fees and hours of operation are set as district policy. Individual Latchkey program offerings are developed on site with input from parents. Each Juneau School District elementary school has a Latchkey program which is an integral part of services offered to young people.

PROGRAM

Latchkey programs are available to all school age children, 5 to 12 years old, regardless of race, color, or creed. However, services are not available for severely handicapped children. A balanced menu of activities is offered, including arts and crafts, gym, field trips, and quiet time. A nutritious snack is served daily. The school library, art room, music room, and computer lab are available for Latchkey Program use. The staff is dedicated to providing a safe, happy, and wholesome environment in which children may play and learn.

FUNDING

The School District provides in-kind services which include heat, lights, space, insurance costs, publicity, and program administration. Latchkey staff and material costs are paid for through student tuitions. All five of the Juneau Community Schools Latchkey programs are licensed by the State of Alaska as day care centers. This enables parents who are eligible for state day care assistance to apply those monies to the tuition costs. State grants are available to the Latchkey program to provide snacks, toys, and staff training.

For further information contact:
Juneau School District
Community Schools Coordinator
10014 Crazy Horse Drive
Juneau, AK 99801
(907) 586-2303

FEDERAL LEGISLATION

Under the $4.785 million Dependent Care Grants Program, states, as of spring 1986, could apply for funds to set up school-age child care programs. The program approved in April 1986 by the U.S. Department of Health and Human Services and the Office of Management and Budget, was originally introduced in Congress by Senator Donald W. Riegle, Jr., Democrat from Michigan. States may use the funds for the planning, development, establishment, expansion, or improvement of state and local dependent-care resources and referral systems, as well as for programs to furnish child care services before and after school in public and private school facilities or in community centers. State departments of education appear to be the favored conduits for the grants. Governors are directed in the regulations to designate an agency to be responsible for receiving and dispensing the funds. In Alaska, the Department of Community and Regional Affairs is the designated agency. If the agency so designated "is not a state or local education agency, the designated agency must have an agreement with the state or local education agency, institution of higher education, or community center to carry out certain specified requirements."

For more information contact: Family and Youth Services Bureau, Department of Health and Human Services, P.O. Box 1182, Washington, D.C. 20013, (202) 755-7800.

## RESOURCES

AGENCIES AND ASSOCIATIONS AND PUBLICATIONS

The following groups are active in a variety of child related projects and all have a commitment to children and/or their working parents.

**Alaska Association for Community Education**
Charla Wright, President, 1988
10014 Crazy Horse Drive
Juneau, Alaska 99824
(907) 586-2303

**National Association for Community Education**
119 North Payne Street
Alexandria, VA 22314

**Alaska Association for the Education of Young People**
Mary Huelsman, President
732 W. 18th Avenue
Anchorage, AK 99503

**Alaska Department of Community & Regional Affairs**
Division of Community Development
Ms. Lare, Child Care Coordinator
949 E. 36th Avenue, Suite 400
Anchorage, AK 99508
(907) 563-1955

**Department of Community and Regional Affairs**
Child Care Programs
Economic Division Section
Odette Foster
P.O. Box BC
Juneau, AK 99811

**Alaska Department of Education**
Kathi Wineman, Early Childhood Specialist
P.O. Box F
Juneau, AK 99811
(907) 465-2841

**Alaska Department of Education**
Connie Munro, Program Manager
Community Education
P.O. Box F
Juneau, AK 99811
(907) 465-2970

**State of Alaska**
Office of the Governor
Interim Commission on Children and Youth
Attn: Clara Timpone
P.O. Box A
Juneau, AK 99811
(907) 465-3651

**Charles Stewart Mott Foundation**
Pat Edwards, Program Officer
1200 Mott Foundation Building
Flint, Michigan 48502-1851
Phone: (313) 238-5651

**American Red Cross**
17th and D Streets, N.W.
Washington, D.C. 20006
202-737—8300

**Association for Volunteer Administration**
P.O. Box 4584
Boulder, CO 80302
303-497-0238

**Association of Junior Leagues**
825 Third Avenue
New York, NY 10022
212-355-4330

**Boy Scouts of America, Inc.**
P.O. Box 61030
Dallas/Ft. Worth Airport, TX 75261
214-659-2000

**Boys Clubs of America**
771 First Avenue
New York, NY 10017
212-557-7755

**CampFire, Inc.**
4601 Madison Avenue
Kansas City, MO 64112
816-756-1950

**Child Welfare League of America**
67 Irving Place
New York, NY 10003
215-254-7410

**Children's Defense Fund**
122 C Street N.W.
Washington, D.C. 20001
202-628-8787

**Children's Legal Rights Information & Training**
2008 Hillyer Place, N.W.
Washington, D.C. 20009
202-332-6575

**Children's Rights Group**
693 Mission Street
San Francisco, CA 20009
202-332-6575

**Day Care Council of America**
1602 17th Street, N.W.
Washington, D.C. 20036
202-745-0220

**Girl Scouts of the U.S.A.**
830 Third Avenue
New York, NY 10002
212-689-3700

**Girls Clubs of America**
205 Lexington Avenue
New York, NY 10016
212-689-3700

**National Assembly of National Voluntary Health and Social Welfare Organizations**
291 Broadway
New York, NY 10007
212-267-1700

**National Association for Child Care Management**
1800 M Street, N.W.
Suite 1030N
Washington, D.C. 20036
202-452-8100

**National Association of County Human Services Administrators**
c/o National Association of Counties
1735 New York Avenue, N.W.
Washington, D.C. 20006
202-783-5113

**National Association of Girls Clubs**
5808 16th Street, N.W.
Washington, D.C. 20011
202-726-2044

**National Association of Neighborhoods**
1651 Fuller Street, N.W.
Washington, D.C. 20009
202-332-7766

**National Safety Council**
444 North Michigan Avenue
Chicago, IL 60611
312-527-4800

**National Self-help Clearinghouse**
City University of New York
33 West 42nd Street
New York, NY 10036
212-840-7606

**Parents without Partners**
7910 Woodmont Avenue
Suite 1000
Washington, D.C. 20014
202-654-8850

**Save the Children Federation**
54 Wilton Road
Westport, CT 06880
203-226-7271

**Volunteer: The National Center for Citizen Involvement**
P.O. Box 4179
Boulder, CO 80306
303-447-0492

**Young Men's Christian Associations of the United States of America**
101 North Wacker Drive
Chicago, IL 60606
312-977-0031

**Young Women's Christian Associations**
600 Lexington Avenue
New York, NY 10022
212-753-4700

**American Association of School Administrators**
1801 North Moore Street
Arlington, VA 22209
703-528-0700

**Association for Childhood Education International**
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
202-363-6963

**Council of Chief State School Officers**
379 Hall of States
400 North Capitol Street, N.W.
Washington, D.C. 20036
202-833-1925

**Home and School Institute, Inc.**
Special Projects Office
1201 16th Street, N.W.
Suite 228
Washington, D.C. 20036
202-466-3633

**National Association for the Education of Young Children**
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
202-232-8777

**National Association of Elementary School Principals**
1801 North Moore Street
Arlington, VA 22209
703-528-6000

**National Association of State Boards of Education**
444 North Capitol Street, N.W.
Suite 526
Washington, D.C. 20001
202-624-5844

**National Commission on Resources for Youth**
36 West 44th Street
New York, NY 10036
212-840-2844

**National Council on Year-round Education**
c/o Dr. Charles Ballinger
6401 Linda Vista Boulevard
San Diego, CA 92111
714-292-3679

**National Education Association**
1201 16th Street N.W.
Washington, D.C. 20036
202-833-4000

**National Head Start Association**
635 South Main Street
South Bend, IN 46601
219-234-2150

**Parents Rights, Inc.**
12571 Northwinds Drive
St. Louis, MO 63141
314-434-4171

**School-age Child Care Technical Assistance Project**
Tennessee State University
10th and Charlotte Avenues
Nashville, TN 37203
615-251-1540

**Wellesley College Center for Research on Women**
School-age Child Care Project
Wellesley College
828 Washington Street
Wellesley, MA 02181
617-235-6360

**American Association of University Women**
2401 Virginia Avenue, N.W.
Washington, D.C. 20037
800-424-9717 202-758-7798

**Community Design Center Directors Association**
981 16th Street, N.W. Suite 603
Washington, D.C. 20006
202-659–4982

**League of Women Voters of the United States**
1730 M Street N.W. Suite 603
Washington, D.C. 20036
202-296-1770

**National Association for Better Broadcasting**
7918 Naylor Avenue
Los Angeles, CA 90045
213-641-4903

**National Association for Community Development**
161 West Wisconsin Avenue
Suite 7156
Milwaukee, WI 53203
414-272-5600

**National Association for the Advancement of Colored People**
1790 Broadway
New York, NY 10019
212-245-2100

**National Community Development Association**
1620 Eye Street, N.W.
Suite 503
Washington, D.C. 20006
202-293-7587

**National Congress for Men**
P.O. Box 147
Mendham, NJ 07945
201-543-6060

**National Council for Alternative Work Patterns**
1925 K Street, N.W.
Suite 308
Washington, D.C. 20006
202-466-4467

**National Organization for Women**
425 13th Street, N.W.
Washington, D.C. 20004
202-347-2279

**National Pro-family Coalition**
721 Second Street, N.E.
Washington, D.C. 20002
202-546-3000

**National Self-help Resource Center**
1722 Connecticut Avenue, N.W.
Washington, D.C. 20009
202-387-1080

**National Urban League**
500 East 62nd Street
New York, NY 10021
212-310-9000

**New Ways to Work**
149 Ninth Street
San Francisco, CA 94103
415-552-1000

## RESOURCES


Baden, Ruth Kramer, et al., *School Age Child Care;* Auburn House Company, Boston Mass. 1982

Brown, Janet F., Ed., *Administering Programs for Young Children;* National Association for the Education of Young Children, Washington, D.C. 1984

*Comparative Licensing Study, Profiles of State Day Care Licensing Requirements;* by Lawrence Johnson and Associates, Inc., Washington, D.C. for U.S. Department of Health and Human Services.

*Early Childhood Special Education Manual;* Nevada Department of Education, 1981

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Katin, Lawrence; Crabtree, Robert K.; and Audman, William; *Legal Handbook for Day Care Centers;* U.S. Department of Health and Human Services.

Mitchell, Grace L., *A Very Practical Guide to Discipline with Young Children;* Telshare Publishing, Inc. 1982.

*Model Child Care Standards Act - Guidance to States to Prevent Child Abuse in Day Care Facilities;* U.S. Department of Health and Human Services, 1985.

Neugibaurer, Rodger, Editor; *Child Care Information Exchange;* P.O. Box 2890, Redmond, WA 98073.

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Yacum, Jan Calderon; Franzel, Donna, and Simms, Gloria; *How to Start a Day Center;* U.S. Department of Health and Human Services, 1981.

## PAMPHLETS

*Child Care Immunization Manual;* State of Alaska, Department of Health and Social Services.

*First Aid in the Home;* Council on Family Health, 420 Lexington Avenue, New York, N.Y. 10017

*Food Service Regulations 18AAC31;* State of Alaska, Department of Environmental Conservation, 1984.

*Guidelines for Child Care and Preschool Facilities.* Division of Fire Prevention; State of Alaska, Department of Public Safety.

*The Hassle-Free Guide to a Better Diet;* U.S. Department of Agriculture, Extension Services, Leaflet No. 567

*In a Fire Seconds Count;* National Fire Protection Association, Batteymarch Park, Quincy, MA 02269

*More than a Law It's a Matter of Love, an Introduction to Alaska's Child Protection Law;* Alaska Highway Safety Planning Agency.

*School-Age Child Care:* A Legal Manual by Abby J. Cohen, 1984, Cost $25.

*School-Age Child Care:* A Policy Report by Michelle Seligson, Andrea Genser, Ellen Gannett, and Wendy Gray, 1983. Cost: $10

*School-Age Child Care:* An Action Manual by Ruth Baden, Andrea Genser, James Levine, and Michelle Seligson, 1982. Auburn Publishing House, Dover, MA. cost: $18.95

*When School's Out and Nobody's Home* by Peter Coolsen, James Garbarino, and Michelle Seligson, published by the National Committee for Prevention of Child Abuse, 1985. Cost: $5

*School-Age Child Newsletter,* published three times per year. Cost: $18

*All are available from the School-Age Child Care Project,* Wellesley College Center for Research on Women, Wellesley, MA 02181; (617) 235-0320, ext 2546

The School-Age Child Care Project also offers training workshops, conferences, and consultation for public school administrators, teachers, and state and municipal leaders. Please contact Ellen Gannett, (617) 235—0320, ext. 2546, for more information.

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